

UNIT OF STUDY

<p>Title: Exploring Elements of Fiction (2) (Pre-AP Bolded) Subject/Course: English</p> <p>Length: 3 weeks</p> <p>Topic: Basics of plot, setting, character, and point-of-view Grade: 9 Designer: Ellen Hope</p>	
<p>UNIT GOALS AND EXPECTATIONS</p>	
<p>IMPORTANT CONCEPTS/UNDERSTANDINGS: Fiction is a genre of writing that has many elements—plot, setting, character, etc. Within these elements, there are many differing factors. There are three main types of points of view. Clauses are fundamentals of sentence formation.</p>	<p>ESSENTIAL QUESTIONS: What is plot? What is setting? What is character? What is point of view? Why are there different points of view? How do you differentiate between differing points of view? How do these elements of fiction change the impression of each story? How do main (independent) clauses and subordinate (dependent) clauses differ?</p>
<p>STUDENT LEARNING EXPECTATIONS: Ongoing SLEs R.10.9.23 Explain the use of verbal irony, dramatic irony, and situational irony R.9.9.5 Draw inferences from a sentence or a paragraph (including conclusions, generalizations, and predictions) and support them with text evidence R.10.9.14 Compare and contrast the elements of character, setting, and plot in drama W.5.9.3 Write expository compositions, including analytical essays and research reports that:</p> <ul style="list-style-type: none"> • assemble and convey evidence in support of the thesis 	<p>R.10.9.7 Identify the concept of persona R.10.9.20 Identify and define literary terms R.9.9.1 Connect own background knowledge, including personal experience and perspectives shaped by age, gender, class, or national origin, to determine author’s purpose R.9.9.2 Identify specific ways an author accomplishes purpose, including organization, narrative and persuasive techniques, style, literary forms or genre, portrayal of themes, tone, and intended audiences W.6.9.1 Use knowledge of types of clauses (main, subordinate)</p>
<p>SPECIFIC DECLARATIVE KNOWLEDGE – What I know Define the following: plot, conflict (external/internal), exposition, complication, climax, denouement, chronological order, flashback, foreshadowing, prediction, voice, diction, omniscient point of view, first-person point of view, third-person limited point of view, persona, unreliable narrator, setting, mood, tone,</p>	<p>SPECIFIC PROCEDURAL KNOWLEDGE – What I need to do Make predictions Understand chronological order Write a description Use possessive pronouns and pronoun contractions correctly Punctuate dialogue correctly Write an expository essay</p>

<p>imagery Identify sensory details Define/understand connotation/denotation Synthesize information from several sources on a single topic Understand and use context Understand Greek and Latin roots Understand synonyms Irony</p>	<p>Use context clues to infer Analyze the way tone, voice, persona, and choice of narrator affect characterization and plot Analyze plot structure and foreshadowing Summarize plot Draw conclusions</p>
<p>UNIT ASSESSMENTS (Include tasks related to Dimensions 3 and 4 and Bloom’s Taxonomy)</p>	
<p>Open response for The Cask of Amontillado (give examples of persona or how POV is shown) Compose an essay/paragraph/short story (page) in 1st person, 3rd person, etc Write a new ending to The Cask of Amontillado (domain) Compare/contrast essay over POV (domain) Literary Elements Test Compare/Contrast two sides of an argument (written/domain) Essay analysis on details used in “It’s a Woman’s World” by Eavan Boland</p>	
<p>Traditional Assessments: Quiz/Test over fiction terminology</p>	<p>Other Evidence of Learning: Bell ringers (responses to literature) Chart factors for differentiating between plot, setting, characterization Double-entry journals (response to literature) Annotation Microtheme (for rhetoric)</p>

ACTIVITIES AND LEARNING EXPERIENCES	Resources
<p>Unit information: This is a unit that will introduce the elements of fiction using short stories. Students will understand these elements and their usage.</p> <p>Introduction to POV on page 148 along with Power Notes PowerPoint</p> <p>Bellringers daily to activate prior knowledge, incorporate mini-lessons of grammar, or use as a pre-discussion topic</p> <p>Close reading/annotation of beginning of each story before class discussion; short writing/explanation/summary of their take (entrance slip)</p> <p>LSD 4-step vocabulary of omniscient pov, first person narrator, third-person limited POV, voice, diction, persona, unreliable narrator</p> <p>Interactive cloze on Power Notes for plot, setting, imagery and POV at separate times throughout the unit.</p> <p>Brainstorm what we know about these topics. ABC chart, KWL chart</p>	<p>LSD 4-step vocab</p> <p>Elements of Literature</p> <p>Power Notes</p> <p>Smartboard—</p> <p>3 Little Pigs (versions 1&2)</p> <p><u>Max Teaching</u></p>

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